



CHAPTER 10 SUMMARY

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TEACHING AND LEARNING WITH TECHNOLOGY IN FOREIGN AND SECOND LANGUAGE INSTRUCTION

- ❖ There are two forms of language learning:
 1. Second Language Learning
 2. Foreign Language Learning

- ❖ **ELLs (English Language Learners)** – students whose first language is not English and they are taking part in a classroom that is an English – Speaking Language. (This use to be referred to as ESL – English Second Language)

- ❖ **FL (Foreign Language)** – is when the language being studied is spoken mainly in other countries, this is referred to as FL learning.



ISSUES AND PROBLEMS FOR ENGLISH LANGUAGE LEARNERS

#1 – Demands on Content Area Teachers

- Teachers are challenged to teach content to students with limited English proficiency to meet academic standards mandated by their state or local district.
- funding for special classes or bilingual approaches has been cut and these students are in regular classrooms
- many ELL students are not literate in their first language

Technology tools such as Brainpop give teachers some of the support they need to meet the wide-varying needs. Brainpop allows students to practice their vocabulary and English skills individually.



ELL ISSUES CONTINUED.....

#2 – Academic and Language Prerequisites for ELLs

- grade-level content materials are above the reading proficiency levels of ELL students

- **Technology offers some helpful solutions by developing their students' academic language and background knowledge, for example, a student with good knowledge of current events can make use of multimedia content on websites and popular magazines**
- **Useful resource for finding books with relevant academic and cultural content for ELLs is the International Children's Digital Library (ages 3-13 but can be useful for older students especially the non-fiction books)**



ELL ISSUES CONTINUED....

#3 – The need to Differentiate Instruction

In many ELL settings, teachers need to teach across a wide range of proficiency levels. Especially, older students come with a range of print literacy skills in English and their native language.

- **Technology can help teachers differentiate instruction through software that assists in tracking individual students and can offer ways for students to develop their reading, writing, speaking and listening skills independently.**
- **Multimedia programs with spoken models help students to practice their oral English language.**



ELL ISSUES CONTINUED....

#4 – Challenges of Integrating the Students' Native Languages

In order to prepare students for mainstream classrooms in English, teachers will have to build background knowledge in the content area so when students face grade-level content instruction, they will have a base knowledge in order to acquire new knowledge. The best way to do this is use students' native language. The students see that their native language is valued as a resource at school.

- **Technology can assist teachers in using students' native languages. Many new programs allow teachers to create vocabulary list specific to their lessons.**
- **Using a computer to translate from one language to another (machine translation) is helpful to the student and the teacher. They can use online websites and hand held devices.**



ISSUES AND PROBLEMS FOR FOREIGN LANGUAGE

#1 – The Need for Authentic Materials and perspectives

FL teachers are non-native speakers of the languages they teach and may have infrequent opportunities to spend extended periods of time in countries where their FL is spoken. There is a need to find ways to expose students to both a range of native speakers of the FL including languages not spoken by the teacher.

- **Technologies are available to make these connections possible. Using websites to connect students with speakers from around the world.**
- **Technology can bring insider voices and authentic materials into the FL classroom to teach culture through perspectives, products, and practices.**



FL ISSUES CONTINUED....

#2 – The Need for Creating Audience and Purpose

A common problem related to practice opportunities for FL teachers and their students is creating a broader repertoire of individuals to talk with and audiences that wish to read their writing.

- **Technology-based projects can assist with the need to provide both means and a reason to contact native language spoken.**
- **On-line video and audio conferencing tools (Skype) students are now able to talk with peers in other countries.**
- **Blogging and wiki functions offer a platform for writing to classmates and students from around the world.**



TECHNOLOGY-BASED TOOLS TO SUPPORT ELL AND FL LEARNERS IN/OUT OF THE CLASSROOM

- **Support for authentic oral language practice-** video conferencing, electronic storybooks, learning games, language labs, podcasts, and translation websites and handheld translation devices
- **Virtual collaborations** – email, blogs, wikis, online chats
- **Virtual field presentation-** virtual field trips sites which include InterLingo Spanish and Tramline
- **Support for Text Production** – Microsoft word offers support producing and proofreading text in other languages besides English
- **Productivity and lesson design support for teachers**
– the Internet holds a wealth of resources to help ELL and FL teachers prepare appropriate lesson plans.



TECH-PACK CHALLENGES IN ELL AND FL LEARNING

The challenge for ELL teachers is to find ways of applying technologies that can help address the needs of many differing students for whom English may be a second or even third language and who may not be literate in any language.

The challenge for FL teachers is finding the time to use technologies in ways that might enrich the learning experiences while making sure students meet the criteria that states and districts require.



TECH – PACK FOR ELL AND FL CONTENT KNOWLEDGE

FL teachers must keep the changes in language current and they must try to remain current on cultural content.

ELL teachers must be language teachers as well as expert teachers in content. Teachers must know enough about language and content and bridge the gap of their students knowledge, and cultural background.



TECH – PACK FOR ELL AND FL PEDAGOGICAL KNOWLEDGE

For FL teachers, pedagogies in language teaching having changed over the years, some as a result of new technologies. The aim was always to make students able to speak and write the language but now FL pedagogy must give students more authentic experiences with languages like language labs, and virtual field trips.

For ELL teachers, pedagogies focus on diagnosing where students are in their English language development and finding ways to scaffold them from where they are to where they need to be. Teachers must learn new ways of teaching and working around students' English limitations.



TECH – PACK FOR ELL AND FL TECHNOLOGICAL KNOWLEDGE

FL teachers must become well acquainted with the array of new digital tools and materials. These teachers must become familiar with both language-specific websites and more general ones that supports instructional strategies.

ELL teachers need to be able to use websites, software, and handheld devices that can help students with limited English proficiency.



STRATEGIES FOR IMPROVING TECH-PACK IN ELL AND FL TEACHING

Teachers should ask themselves the following when looking at strategies to improve Tech – Pack:

- Do I have the ELL and FL **content knowledge** I need to assist my students in meeting the standards within my classroom?
- Do I have the **technological knowledge** needed to teach the ELL and Fl content within my classroom?
- Do I have the **pedagogical knowledge** needed to teach the Ell and Fl content within my classroom?



REFERENCES

Roblyer, M.D. & Doering, H. Aaron., Integrating Educational Technology into Teaching, 6th Edition, 2010 Pearson Education Canada.

